DOCUMENT RESUME

ED 301 758 CE 051 557

AUTHOR Beck, Suzanne L.
TITLE Career Education for Students with Handicaps. Monograph. Volume 3, Number 3.
INSTITUTION Ohio State Univ., Columbus. Instructional Materials Lab.
SPONS AGENCY Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE 88
NOTE 8p.; Document contains colored ink and paper.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; *Disabilities; *Equal Education; Federal Legislation; *Females; Handicap Identification; Mainstreaming; Minority Groups; Racial Discrimination; Secondary Education; Sex Fairness; Social Discrimination; Special Education; State Programs; *Student Placement; Transitional Programs; Vocational Education; *Vocational Evaluation

ABSTRACT

Career preparation, of which formal vocational education is only a part, must be integrated into handicapped students' education. To prepare handicapped students for employment, their disabilities and abilities need to be identified and understood and their skills and interests should be matched to appropriate training and employment. Meaningful work is necessary for psychological well-being, and handicapped youth deserve opportunities to achieve self-actualization through challenging and fulfilling work. Factors that interfere with successful employment include outdated attitudes, negative self-image, and a lack of positive, handicapped role models. The most underserved individual--the disabled minority female--should be targeted for the most aggressive services. Over the past several years, federal legislation has had a substantial impact on opportunities for disabled individuals. Ohio has been aggressive in addressing the mandates by developing a continuum with four levels of programming. An overwhelming need exists for schools to emphasize transition services, to adopt a more functional and less developmental curriculum, to increase real job experiences, and to follow up program leavers. These changes imply the need for revisions in preservice and inservice education and for complete infusion of career education into the special education classroom. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301758

MONOGRAPH

CAREER EDUCATION FOR STUDENTS WITH HANDICAPS

Suzanne L. Beck

Center for Sex Equity
The Ohio State University
College of Education
Instructional Materials Laboratory

Volume 3, Number 3

CE051557

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MONOGRAPH

CAREER EDUCATION FOR STUDENTS WITH HANDICAPS

Published by the Center for Sex Equity, The Ohio State University, College of Education, Instructional Materials Laboratory, 842 West Goodale Boulevard, Columbus, OH 43212, through a grant from the Ohio Department of Education, Division of Vocational and Career Education, Sex Equity Section. Volume 3, Number 3, Summer 1988

Suzanne L. Beck
Montgomery County Joint Vocational School

INTRODUCTION

The mission of vocational education is to provide equitable opportunities for *all* students to gain the skills needed to survive and succeed in the world of work. In the comprehensive delivery of such services, the challenges are to identify and understand those students whose unique needs require that their disabilities *and* abilities be identified and understood, and to match their skills and interests to appropriate training and employment. Career preparation, which formal vocational education is only a part of, must be integrated into the whole of a handicapped student's education.

THE NEED FOR CAREER EDUCATION

The career education movement sprang, in the early 1970's, from alarming projections about the future labor market. High numbers of students were either dropping out of school (25%+) or enrolling in college preparatory programs (80%). Forecasted needs for trained workers in many fields far exceeded enrollment in the prerequisite secondary and postsecondary vocational programs. Statistics for handicapped students were even bleaker, according to C. Samuel Borone of the U.S. Bureau of Education for the Handicapped. Based on an anticipated 2.5 million handicapped youth who were to leave school between 1976 and 1980, Borone had estimated that by 1980

a. Twenty-one percent of the students (525,000) would be fully employed or enrolled in college
b. Forty percent of the students (1,000,000) would be underemployed and at the poverty level
c. Eight percent of the students (200,000) would be in their home communities and idle much of the time
d. Twenty-six percent of the students (650,000) would be unemployed and receiving welfare payments
e. Three percent of the students (75,000) would be totally dependent and institutionalized

These figures indicated that three-quarters of the handicapped students leaving school were destined for unemployment or underemployment (Corthell and VanBoskirk, 1984). Other predictions in this research stated that by the turn of the century, each employed person would be supporting herself or himself and one other person unable to work because of age, disability, or lack of education.

To prepare handicapped students for employment, their individual differences should be defined and understood; their strengths should be developed; and their weaknesses should be counterbalanced. There should be no deliberate perpetuation of inequalities. Opportunities should be equalized through legislation, accessibility, appropriate assessment, vocational guidance, and effective programs. Special education programs, mandated by Public Law 94-142, are incompatible with the curriculum-driven programs of *regular education* meant to provide all with a common base of knowledge.

THE IMPORTANCE OF WORK

Meaningful work can be seen as necessary for psychological well-being, as shown in Maslow's hierarchy of human needs. Handicapped youth deserve opportunities to achieve self-actualization through challenging and fulfilling work. They can work very effectively at occupations that suit their interests and strengths. Special education is based on attempting remediation of a student's weaknesses. Spending much time on tasks to

strengthen diagnosed weak areas is bound to affect a young person's self-esteem. *Normal* students are typically seen as *whole* people, having many opportunities to explore interests and talents. A student who does not like math is not scheduled into an advanced calculus class, and a student who is talented in art has the opportunity to take an advanced art course. Special education can be similarly structured to promote growth and exploration of interests. Treating the disabled person first as a whole person, and then as an individual with needs and conditions requiring special intervention, can convince the individual as well as society that the ability to strive toward maximizing one's potential is universal.

Work should also fulfill the social needs of disabled persons, just as it does for the *normal* population. People typically spend more time each day of the workweek with coworkers than with friends or family. Interacting with a variety of personalities and role models in the workplace helps individuals define themselves and strive for higher performance. The very act of going to work is normalizing, and it is a symbol of social status. Following a schedule gives structure to life. Having time committed to work offers greater definition to time set aside for relaxation and leisure. All these benefits of working are necessary elements for self-actualization.

Humanitarians would hire handicapped workers to satisfy stated altruistic needs within themselves, to help those less fortunate than themselves. Although somewhat unenlightened, this posture at least gives disabled persons the proverbial *foot in the door*. They then have an opportunity to prove themselves worthy employees.

The danger with this attitude is that it encompasses the archaic idea that disabled people are capable of only a narrow range of duties and should be satisfied with any menial task. Somehow, the existance of an identified barrier to full participation is generalized as a diminished capacity to achieve fulfillment in *all* areas of human experience. Equity will not exist until the prevailing attitude acknowledges that the handicapped are whole persons, who should anticipate living long and meaningful lives and making contributions to society commensurate with their maximum individual potential.

The economic good sense of hiring the handicapped is based on facts that cannot be disputed. Competitive employment can offer a person with disabilities the opportunity for increased wages and benefits. With 59% of the disabled population unemployed, the economic impact of disabled persons' holding competitive jobs may be as profound for society, in the long run, as it is for the individual workers (Corthell and VanBoskirk, 1984).

In a recently completed needs assessment of learning-disabled adults who were eligible (as defined by their state departments) for vocational rehabilitation services, it was found that only 36% were working at the time of the survey. An astounding 68% of the persons were being supported by their parents (Hoffman et al., 1987). Also, it was estimated that only 40% of adult handicapped individuals were employed, as compared to 74% of nonhandicapped individuals. In addition, 85% of employed handicapped individuals earned less than $7000 per year, and 52% earned less than $2000. Furthermore, of the 16 million noninstitutionalized disabled persons of working age, approximately 15 million were potentially employable, which would save $114 billion per year.

ISSUES INTERFERING WITH SUCCESS

What factors are impacting this deplorable situation? Many outdated attitudes still prevail. Among the parents of the moderately, severely, and profoundly retarded (MSPR) and of the mildly handicapped, there is often a failure to envision their children as productive, employable adults. For earlier generations of handicapped, employment may not have been possible; however, the legislated mandates of recent years have created some programs and services that make employment in the community a viable goal. Once the handicapped are employed, programs and services can be designed and implemented to meet the anticipated outcome of a self-sufficient and independent life for the disabled person.

Research suggests that disabled people may harbor vague notions that they will die before reaching adulthood. This feeling precludes the motivation to prepare for competitive employment (CCSSO, 1984). The media — print and visual — perpetuate this myth by not routinely showing handicapped people in productive adult roles. The media's token attempts at such exposure are more likely to elicit an attitude of pity rather than to promote the handicapped as being as capable for jobs or training experiences as nondisabled workers. So, in addition to having to deal with the confines of a handicapping condition, the disabled must also struggle with the debilitating effects of a negative self-image and face a lack of positive, handicapped role models.

Disabled women suffer the double jeopardy of handicapped stereotyping and sex-bias. Between 1970 and 1984, women heads of household increased more than 84% and by 1984 accounted for one fifth of all families with children. On the average, women earned less than two thirds as much as men, even when employed in similar occupations (U.S. Department of Labor, 1985, 85-2, 85-7). Looking at disabled women, two out of three had total annual incomes of less than $4000 in 1980. Disabled women working full-time earned only 56% as much as disabled men with full-time jobs. Disabled women earned only 88% as much as nondisabled, similarly employed women (U.S. Department of Labor, 1985, 85-3). Income needs for women have risen dramatically as more women have become primary providers. Similar increases have not occurred in income earned or in opportunities to advance earnings by training for higher-paying nontraditional jobs. In addition, studies show that many disabled women have a greater need than other women to be economically self-sufficient because they

are more likely to never marry, to marry later, or to become divorced (CCSSO, 1984).

Early intervention increases handicapped and disadvantaged individuals' potential. It follows that career preparation must begin in primary special education, so that informed decisions can be made along the way concerning vocational options. By labeling persons *disabled*, educators set them apart, saying that special provisions must be made to *school* them. Similarly, special provisions need to be in place to allow disabled persons to reach full employment potential. For many handicapped, certain vocational barriers are real. However, many barriers — especially attitudes, myths, biases, stereotypes, and the effects of these on opportunities — are artificial and can be removed.

For successful employment in a limited-skilled, entry-level job, an individual needs a basic academic background, appropriate grooming, good social and daily living skills, and a positive work ethic, minimally. In order to compete for the higher-paying, more fulfilling jobs with advancement opportunities, all the aforementioned are required to a greater degree, along with technical preparation or advanced education. The economic reality is that training individuals for increased wage-earning power is more cost-effective than supporting them with welfare. We must provide comprehensive programs and services to enable handicapped individuals to obtain fulfilling work.

THE POPULATION IN NEED OF SERVICE

Clearly, the most underserved individual — the disabled minority female — should be targeted for the most aggressive services. A critical look at the composition of the special education population reveals gender inequities. For example, males represent about two thirds of those identified as needing special education services. Some researchers believe this heavy focus on males occurs because teachers interact with boys more frequently than with girls, thus rewarding boys' more aggressive classroom behavior. Myra and David Sadker (1985) found, in a three-year study, that boys were given more praise, offered more academic assistance, and asked more analytic questions than girls. This proclivity was so ingrained that teachers who viewed videotapes of classroom discussions did not accurately discern who was receiving more quality teacher time until the interactions were counted and coded.

Behavior problems, or failure to fit within the tolerances established by the teacher, are often the first *symptom* that a student may need special education. It follows that, since boys are socialized to be less obedient than girls, they will more often cross over the line toward deviant behavior. This may account for the fact that more males than females are identified for special education. On the positive side, being labeled *handicapped* affords a student the benefit of individual diagnostic programming and specially prepared teachers. To these students' detriment, becoming *handicapped* also subjects them to the stereotypes and biases assigned to their *condition*. Although meant to enhance educational progress, labeling a student limits vocational and employment opportunities, especially for the mildly handicapped, whose disabilities are less visible and more subjectively determined.

Because special education programs are often filled with aggressive males, the learning problems of females may be overlooked by the classroom teacher. Unidentified females may then escape from the labeling that affects attitudes, but they are deprived of ameliorating their learning problems. Society may be keeping alive the pioneer attitude that education is important for the *breadwinner-male* only. Some categories of exceptionality have documented sex-linked genetic traits; however, males are more often treated for *all* significant areas of exceptionality.

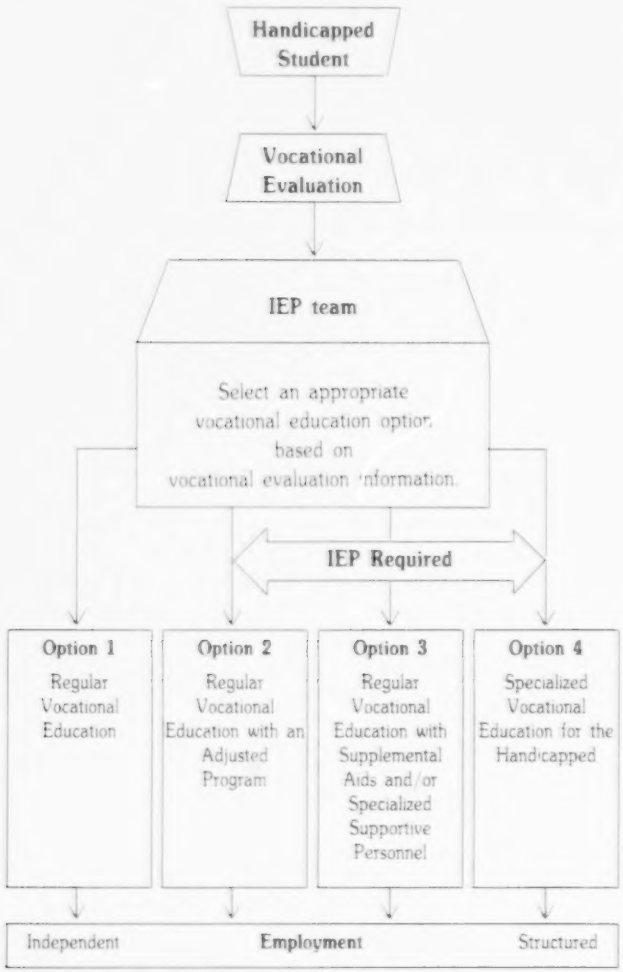
Researchers have consistently found that males admitted to treatment centers for the retarded have higher IQs than females admitted to the same centers (Gillespie and Fink, 1974). Mercer (1973) asked, "Could it be that society is able to tolerate a greater amount of intellectual subnormality in a woman than in a man?" The damaging effects of labeling have long been under scrutiny. The discriminatory effects of one particular label are often overlooked. According to Gillespie and Fink (1974), "The sex label remains generally unrecognized for what it is. The designation of sex does not have a neutral impact upon the recipient. It is a pejorative label, as damning a classification as those that have been the primary targets of concern, anger, and frustration. The identification of exceptional children as either male or female results in arbitrary practices, discriminatory judgments, and intervention decisions that limit the opportunities for personal and vocational development of those children and youth selected for special education assistance."

CURRENT PROGRAMS

Over the past several years, federal legislation has had a substantial impact on opportunities for disabled individuals. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance. Public Law 94-142, the Education for All Handicapped Children Act of 1975, requires that all handicapped students are given an education that is free and appropriate to the students' individual educational needs. Furthermore, the Educational Amendment of 1976 (Public Law 94-482) and the Carl D. Perkins Vocational Education Act of 1984 target vocational resources to assist handicapped students and improve their vocational opportunities. Ohio has been aggressive in addressing these mandates by developing a continuum with four levels of

programming, as described in the figure below. State-unit-funded personnel and classes can be requested for each of the levels.

A CONTINUUM OF VOCATIONAL PLACEMENT OPTIONS FOR HANDICAPPED STUDENTS



Source: Ohio Department of Education (1984).

A priority has been established in Ohio in recent years to interface the vocational education system with that of special education. Formal vocational education in Ohio is provided for junior and senior high school students in various schedules and involves hands-on training in a lab, related classroom study, and academics required for a diploma. Programs are available in business, health, home economics, trade and industrial, and agricultural occupations. Vocational Education Planning Districts (VEPDs) may be part of a comprehensive high school, a separate vocational high school, or a joint vocational school district. Maximum student enrollment is twenty-five in any one vocational program unit. Program content and curriculum are set by state guidelines with input from craft committees composed of members who have experience in the field of training. Certificates of completion are awarded to those students who meet skill and attendance criteria. Vocational education is a program-driven entity, teaching to preset levels of competency known to be necessary for acquiring entry-level jobs in the field of training.

Special education is *driven* by the individual student, and the individualized education program (IEP) is the foundation for what occurs in the classroom. Present levels of performance are assessed and documented. Goals and objectives are outlined for each student to develop a higher level of individual competency. This process is repeated every year by law. Teaching strategies address learning styles and preferred modalities. Activities are designed to provide for a range of levels, for successful outcomes, and for immediate feedback. The curriculum is broken down into steps small enough to avoid overwhelming or frustrating the student. Much of the student's evaluation (i.e., assigned grade) is determined by the student's own progress.

Both of the educational disciplines in the preceding discussion have been grossly oversimplified; however, differences exist in terms of philosophy and approach to instruction. One system, formal vocational education, is designed to convey specific content and is targeted to result in a particular outcome — trade-area employment — within the restrictive time frame of two years. The other system, special education, focuses on the needs of the individual and matches those needs with appropriate learning processes to reach measurable goals that represent personal progress. To interface the two systems, changes must be made in each.

In the current school year in Ohio, nearly all VEPDs have in place work-evaluation units and vocational special-education-coordinator (VOSE) units. Over twenty VEPDs also have job-training-coordinator units. There are more than 120 vocational units funded in Ohio specifically to serve handicapped and disadvantaged students. Work evaluation, as it currently exists, is a formal process of information gathering meant to discover a student's interests, aptitudes, attitudes, and skills in terms of the world of work. Many commercial systems of work samples are in use to derive performance-level scores for students. Work behaviors are also observed and reported.

VOSE coordinators, by job description, are responsible for a wide range of activities meant to augment the special education student's vocational training experience. VOSE coordinators provide direct service to students, such as tutoring and taping of textbooks, as well as supportive services, such as liaison work among all involved professionals, including vocational and academic instructors. Job-training coordinators serve students who, near the end of their formal educational involvement, are unable to find or to maintain employment because of serious vocational barriers. The job coaches work on the job with the students until work performance is consistently at a level acceptable to the employer. The job coach then ends this service and returns when necessary to maintain productivity and quality, with the eventual goal being independent performance. Vocational units are funded as self-contained units for disadvantaged

or handicapped students. The curriculum, more broad-based, incorporates more generic and fewer technical skills. Maximum unit enrollment is 12-15 students.

These brief descriptions give an overview of how vocational education placement options are generally implemented in Ohio.

THE TRANSITION FROM SCHOOL TO WORK

The concept of transition services is presently receiving much attention. The most comprehensive model espouses a three-pillared approach against which community adjustment can be gauged (Halpern, 1985). This revised transition model considers employment, satisfactory residential environment, and social and interpersonal networks equally important. The transition from one level of school to another — from elementary to junior high or middle school, for example — generally includes some student orientation and visitation. Receiving teachers know what a student should be able to do from district curriculum guides and previous IEPs. School records and test scores are sent along with the student. Until recently, however, the most important transition — from high school to adult life — has not been fully examined.

There is an overwhelming need for schools to adopt a more functional and less developmental curriculum, to increase real-job experiences for students, and to do follow-up studies on program leavers to determine the degree of satisfactory community adjustment (Hasazi, Gordon, and Roe, 1985). It is imperative for agencies and service-providers to pool resources and coordinate services. Also, a coordinator or manager is needed who is familiar with both school and agency practices and requirements as well as with the demands and trends in business and industry. A nonaffiliated case manager or lead agency counselor could work with clients while they are still students and determine the transition needs of each individual student by collaborating with school staff (Johnson, Bruininks, and Thurlow, 1987). A written transition plan, that details vocational needs and goals would coordinate relevant information, leading to informed choices concerning transition options.

About two thirds of the states have adopted formal interagency policy agreements (Albright, Hasazi, Phelps, and Hull, 1981). Implementation at the local level is most often successful when involved professionals and parents support the cause of an individual student. It seems that under specific circumstances, a dollop of humanism can oil the mismatched cogs of various systems and cause them to mesh efficiently. But with approximately 300,000 students with handicaps leaving school each year, and about two thirds of those adults being unemployed or underemployed, we cannot afford to wait for these isolated but effective incidents. Planning, coordination, and cooperation are necessities.

IMPLICATIONS

This examination suggests a need for revisions in preservice and inservice programs for involved professionals. All special education teachers need a thorough familiarity with the career education continuum and with research on employability skills. Ways to teach functional applications of curriculum areas need to be emphasized in methods and foundations courses. For example, measurement does not need to be taught through a pencil-and-paper activity in which students view and measure little blue mimeographed rulers. With no more equipment than rulers and school furniture, students can take dimensions of desks, tabletops, blackboards, doors, and books. With confidence gained from preservice or inservice training, teachers can expand a lesson like this into a construction project. Employability skills, such as working as a team, following directions, and attending to quality, can all be incorporated.

A part of this lesson would be vocational in nature, relating measurement skills to building trades occupations, entailing skills such as reading and following a diagram, using proper materials and techniques, and applying math skills. More academic areas, such as consumer education for comparative shopping, vocabulary study of words encountered, and career exploration of employment opportunities, could be generated from the project.

A hands-on adaptation of the unit method of teaching is being advocated here. Secondary teachers need added expertise in available employment or vocational opportunities, community or agency services, transition planning, and effective evaluation of instruction and programming (Sitlington, 1986). Extreme and conscious efforts need to be undertaken to ensure that *all* activities in the curriculum are presented in an unbiased and nonstereotypic manner. All students, regardless of gender and handicapping condition, should be educated in classrooms with an atmosphere fostering exploration, growth, and goal-setting based on individual preferences and abilities.

The provision of nondiscriminatory employment opportunities for persons with disabilities is the goal. Changes in key programs and services can improve the employment outlook for the target population. Exemplary programs exist that are applying technology and research concepts in ways to produce the desired outcome. Further research on these approaches is needed in order to make their essential elements available in a format that can be communicated to and adopted by others. Most importantly, this information must be widely disseminated.

Complete infusion of career education into the special education classroom will provide a curricular vehicle to aid in the systematic development of each student's work personality and potential. This infusion would require that vocational goals and objectives be written on IEPs

(Brolin, 1982). Appropriate work attitudes and behaviors need to be actively taught and reinforced. All special education teachers can add work-evaluation and work-adjustment activities, techniques, and concepts to their classrooms. In this way, a wealth of information can be collected and used toward attaining students' maximum employment potential.

The exit process from school must be planned and coordinated well in advance of graduation. With a transition plan in place, there would be no gaps in service. Applying the concept of the *least restrictive environment* to adult services would lead to a comprehensive continuum of options, including one-on-one supported employment, skills for independent living, academics needed for a particular job, counseling, and problem-solving techniques.

Links with industry and business need to be cultivated so that students can be trained in the exact environments in which they are expected to succeed. To be of real benefit, these cooperative agreements need to develop out of mutual consensus that persons with disabilities can become productive, contributing members of society. Jobs can be developed in existing workplaces that match a person's specific abilities and interests, thus proving cost-effective for industry.

SUMMARY

The proposed continuum will likely involve substantial initial costs in added personnel, personnel training, and facilities. In addition, many attitudes and practices will need to undergo extensive revision. Shifting from a classroom-based curriculum to a community-based curriculum will first require teachers to have the skills and knowledge to bring about this change. Much inservice and preservice work will be needed to convince parents, teachers, and administrators that more benefit for a student's future life will result from time in an industrial training setting than from the relentless pursuit of academics.

Awareness of the inhumane plight of unemployed and underemployed persons with handicaps, coupled with data about the economic burden to the working population should become a national priority. Much talent and ability is sitting by idle. The reality is that appropriately structured measures designed to join innate abilities with nondiscriminatory opportunities for fulfilling personal and employment potential need to be expeditiously implemented, as a moral and economic necessity.

REFERENCES

Albright, A., et al. "Interagency Collaboration in Providing Vocational Education for Handicapped Individuals." *Exceptional Children*, Vol. 47 (1981), pp. 584-588.

Benz, M.R., and Halpern, A.S. "Transition Services for Secondary Students with Mild Disabilities: A Statewide Perspective." *Exceptional Children*, Vol. 53 (1987), pp. 507-514.

Boorstin, J.D. *The Americans: The Democratic Experience*. New York: Vintage Books, 1974.

Brolin, D. *Vocational Preparation of Persons with Handicaps*, 2nd ed. Columbus, OH: Charles Merrill, 1982.

Corthell, D.W., and VanBoskirk, C. "Continuum of Services: School to Work." *Eleventh Institute on Rehabilitation Issues*, pp. 1-16. Menomonie, WI: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, June 1984.

Council of Chief State School Officers. *Increasing Educational Equity for Disabled Students: A Trainer's Manual*. Washington, DC: Author, 1984.

Gillespie, P.H., and Fink, A.H. "The Influence of Sexism on the Education of Handicapped Children." *Exceptional Children*, Vol. 41 (1974) pp. 155-161.

Halpern, A.S. "Transition: A Look at the Foundations." *Exceptional Children*, Vol. 51 (1985), pp. 479-486.

Hasazi, S.B., Gordon, L.R., and Roe, C.A. "Factors Associated with the Employment Status of Handicapped Youth Exiting School from 1979 to 1983." *Exceptional Children*, Vol. 51 (1985), pp. 455-469.

Hoffman, F.J., et al. "Needs of Learning Disabled Adults." *Journal of Learning Disabilities*, Vol. 20 (1987), pp. 43-52.

Johnson, D.R., Bruininks, R.H., and Thurlow, M.L. "Meeting the Challenge of Transition Service Planning Through Improved Interagency Cooperation." *Exceptional Children*, Vol. 53 (1987), pp. 522-530.

Mercer, J.R. *Labeling the Mentally Retarded*. Berkeley: University of California, 1973.

Ohio Department of Education, Division of Special Education. *Work-study for Handicapped Students: Guidelines for the Delivery of Services*. Columbus, OH: Author, 1984.

Rusch, F.R., and Phelps, L.A. "Secondary Special Education and Transition from School to Work: A National Priority." *Exceptional Children*, Vol. 53 (1987), pp. 487-492.

Sadker, M., and Sadker, D. "Sexism in the Schoolroom of the 80s." *Psychology Today*, Vol. 3 (1985), pp. 54-57.

Sitlington, P. *Transition, Special Needs, and Vocational Education*. Columbus, OH: The National Center for Research in Vocational Education, 1986.

Stodden, R.A., and Boone, R. "Assessing Transition Services for Handicapped Youth: A Cooperative Interagency Approach." *Exceptional Children*, Vol. 53 (1987), pp. 537-545.

U.S. Department of Labor. *Facts on U.S. Working Women*. Fact Sheets 85-2, 85-3, 85-7. Washington, DC: Women's Bureau, July 1985.

Wehman, P., Kregel, J., and Barcus, J.M. "From School to Work: A Vocational Transition Model for Handicapped Students." *Exceptional Children*, Vol. 52 (1985), pp. 25-37.